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Enumclaw School District Summer Reading Program

Lea Kai Tiger

Central Washington University

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ENUMCLAW SCHOOL DISTRICT

SUMMER READING PROGRAM

A Project

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Master Teacher

by

Lea Kai Tiger

February 2009

ABSTRACT

ENUMCLAW SCHOOL DISTRICT

SUMMER READING PROGRAM

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The aim of this project is to improve the elementary summer school program currently offered by the Enumclaw School District by developing a reading program to be used by the summer school instructors. Instruction outside of the school day, characteristics of successful extracurricular programs, why reading needs to be the focus of the summer school program, and what to teach and how to teach reading were researched. Taking the information found after studying the aforementioned topics, a program to be used for the Enumclaw School District summer school was developed. The program consists of lessons, games, and strategies that can be used to strengthen reading fluency and comprehension. The program also addresses communication between the instructors at the summer school and the parents of the students attending. Included in the program is an evaluation component to gauge student feelings about reading and instructor feelings about the effectiveness of the program.

DEDICATION

This Master project is dedicated to my husband Troy, who supports me in wanting to further my education by providing comic relief and making me laugh when I feel stressed, and by picking up the slack when I get busy. The project is dedicated to my parents, who helped me see that I can do anything I set my mind to. The project is dedicated to my friends, who are always willing to listen to and validate my complaints about the Master's process. The project is dedicated to the staff at Central, who have put up with me for what will now be over eight years. The project is especially dedicated to two individual staff members, Dr. Steven Schmitz and writing guru Prairie Brown. Thank you Dr. Schmitz for helping me navigate through the murky waters of my Master's career, and thank you Prairie for making my project better than I ever could have myself. Without your support, encouragement, and help I would still be trying to compose chapter one. I am so grateful to all the people I have in my life who have helped me along my masters journey. Thank you.

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CHAPTER ONE

INTRODUCTION

Although most children living in the United States have the opportunity to attend school, not all children who attend school are able to learn through the same methods or at the same rate. In fact, achievement differences that begin in the elementary school years have been shown to increase over time, if they are not addressed (Alexander & Wine, 2006). Much study on the phenomenon of achievement differences increasing as students progress through school has taken place; however, schools still struggle to meet the needs of the learners who fall in the bottom-most percentiles. Teachers use new learning strategies as well as researched and time-tested ways to instruct. However, for children who still struggle to meet grade-level expectations, the regular school year is not enough. These children are in need of extra educational intervention to get to meet the set academic standards.

Students whose academic performance falls below that of their peers during the school year are also the most likely to fall behind even farther during the summer break from school (Cooper, Nye, Charlton, Lindsay, Greathouse, 1996). In order to combat this trend, many schools and districts are adding outside-of-the-school-day and apart-from-the-school-year education programs. There are also companies and organizations outside of, and not affiliated with, a specific school or district that provide supplemental education for students who can pay for the extra assistance. These programs, school supported or not, are in place to turn non-school time into richly filled academic or

social time. The skills that are taught in these programs can vary widely. Some programs have a specific population of students as the main focus, such as the Expanding Your Horizons in Math and Science programs that focus on providing fun and educational math and science conferences and workshops for young girls. Other programs most often provided by school districts are more focused on specific learners. These programs provided are usually open to specific populations of students, such as students not meeting district learning standards, or students with specific academic learning needs. Whatever the program, there is a wide body of comprehensive research showing that well-planned and research-backed programs outside of the school day help students improve in academic content areas, as well as in general social skills (Flemming, 2005).

When it comes to the curriculum of programs provided by school districts, what is taught usually depends on the needs of the learners in that particular district, as well as the resources the district has. With the implications of high-stakes testing and the No Child Left Behind Act, many districts are finding that they need to come up with ways to boost learning in areas in which students have been found to be lacking. Although the specific content area the district is most in need of bettering may differ, many programs are putting a main focus on reading (Hitchcock, Prater, & Dorwick, 2004). Much of the reasoning behind putting the main focus on reading is that students who read below grade level are more likely to fall behind in other areas of importance in education (Morris, Tyner, and Perney, 2000). Students must make that important shift from learning to read to reading to learn. Students who are still learning to read when they

need to be reading to learn will ultimately struggle in all other academic areas. Harvard professor emeriti Jeanne Chall has been quoted as saying, "If you fail in reading, you fail in almost everything else" (Matson, 1996). It is for this reason that the Enumclaw School District in Washington State provides an optional yearly summer school program.

This program is open to all students identified as being in the bottom 35th percentile of reading ability in grades one through six. This two-week program's main focus is reading.

The reason that a clearly laid out program is necessary for Enumclaw summer school is that the summer school is currently being run with little coherence. The summer school program lacks any sort of layout or consistency. The teachers do their best to provide the students who take part in the program some extra help in the area of reading. However, the teachers do not have tools to help them pull together a thought-out and researched-backed program. Studies, like that done by Vandell et al. (2004), have shown that only when an extracurricular program is research-backed and well-structured can it be the most beneficial to the students who attend. The aim of this project is to create a program that will give the teachers instructing the summer school students the tools and structure they need to provide a quality program. Another aim of this project is to get more students in need involved in the summer school. In recent years, the attendance at summer school has dropped. Attendance has dropped so much that last year one school building only had one student attending its summer school and needed to combine with another school. This project will ensure that parents know more about the summer school their child has qualified for. Knowledge about the summer school will make parents of students who qualify feel

more willing to enroll their children and find transportation to get their children to and from the school.

Purpose of the Project

The purpose of this study was to provide summer school teachers in the Enumclaw School District a set of easy-to-use guidelines and ideas that can be implemented in the two-week summer school program. The current problem with the summer school program provided by the Enumclaw School District is that it comes without a foundation. Two teachers from each of the Enumclaw School District's five elementary schools are chosen to run a summer school program at each respective school. All teachers selected meet together for about one hour a few months prior to the beginning of summer school. At this meeting, teachers are given instructions to "teach reading" and to help develop reading skills in the short time they have with the students. The teachers are told which students they will have, which are the students who have been identified as being in the bottom 35th percentile with regard to reading ability as measured by the Gates/McGinity reading comprehension test, and which families have decided that their children will attend summer school. There is also a twenty-five dollar fee that families must pay unless they qualify for free or reduced lunch, in which case the fee is waived. The teachers are told the specific two weeks that summer school will be held, as well as when the two different hour-and-a-half sessions will be taking place each weekday during the aforementioned two weeks. They then have a chance to view their summer school class lists and break the list into two sessions. Some teachers decide to group the students into primary and intermediate

sessions; others group students from varying grade and academic levels into the same session. There is nothing else about which the teachers are instructed with regard to academics.

The purpose of this project is to provide a jumping off point for the teachers participating in the summer school program. The goal is to move towards a balanced summer school reading program. Currently, the teachers are not given any goals or instructions as to what they are to teach or how they are to teach it. The instruction that students receive at one school may vary widely from instruction that another set of students receives at a different school. Although this is not always a bad thing, because the teachers are providing the best instruction that they can to their specific group of students with so few guidelines, a general course of action, procedures, ideas, and expectations proves to be beneficial when creating a summer school or after school program. Burley et al. (2007), commented that, "the research literature also supports using a comprehensive instructional design, which undergirds the classroom teacher by supplementing direct instruction" (p. 467). Teachers will have the support they need to provide better and more individualized instruction to their students when they are provided with a framework for the summer school program. The goal of the project is to provide the teachers with research backed methods for improving reading skills in their diverse groups of students. The project also aims to give the teachers running the summer schools ideas that will help peak student interest in reading, as well as give the students a boost in their literacy skills before the beginning of the school year. The project will provide a way for the summer school teachers to make sure they are all

working towards a similar goal, along with guidelines to help them get there. Because reading is the focus, one must delve into the ever-debated topic of how to teach reading. A good way to start research on the topic of teaching reading is to look back at the recent history of teaching reading.

Teaching reading has taken the center stage in education throughout recent history. The progression of teaching reading has moved forward not in a straight line, but rather in spurts and bursts, sometimes sliding toward one school of thought, sometimes back toward the other. Even the definition of reading has changed in leaps and bounds. Just over one hundred years ago, James McKeen Cattell wrote about reading being the difference between reading only letters and reading whole words. In the 1960s, Goodman helped lead the field of reading with his thoughts on the psycholinguistic perspective (Pearson, 1984). Currently, the United States has mandated testing to try to ensure that all students are sufficient readers by the time they exit the school system. Reading is now a term that is defined in many ways, by many different organizations and entities. The National Center for Family Literacy and the National Institute for Literacy define reading in their synthesis of early literacy development as,

A complex system of deriving meaning from print that requires all of the following: the skills and knowledge to understand how phonemes, or speech sounds, are connected to print; the ability to decode unfamiliar words; the ability to read fluently; sufficient background information and vocabulary to foster reading comprehension; the development of appropriate active strategies

to construct meaning from print; the development and maintenance of a motivation to read (p. vii, 2008).

Much attention has been paid to reading over the last century. This has helped create dramatic strides in the teaching of reading. The advancements and attention show how important the skill of reading is in order to be successful in one's education, and the value that reading has in one's adult life.

While the importance of reading is an unquestionable fact, the way to go about teaching it is something that has been highly debated over the past century, especially during the past 40 years. This debate over the way to teach reading is why educators must be able to identify struggling readers and have knowledge of research-backed strategies. Teachers much also know how to implement reading strategies and apply them to each and every reader (Ziolkowska, 2007). There has been no one prescribed approach that has surfaced as the be-all end-all to teaching reading (Brooks, 2007). Many scholars believe that the key to effective teaching lies in "viewing teachers as thoughtful and capable professionals who implement a variety of strategies based on student need and interest" (Brooks, 2007). Thus, this project will not prescribe a rigid program with specific lessons and step-by-step procedures to follow. Rather, it will suggest a collection of broad reading strategies, as well as information about how to implement these strategies and modify them for a diverse audience. There will also be tips that help encourage students to read by promoting reading in one's own interest area and at one's own academic level. A general outline of ways to present these strategies will also be presented. This project will not favor any one way of teaching

reading, but will promote a holistic and balanced approach to teaching reading in which different strategies and methods intermingle to find a common ground.

Limitations

Although it comes with the best intentions and should prove to be better than what is currently provided (considering that what is provided is nothing); this project does have some limitations. The time-frame of the actual summer school is a short one that cannot be changed due to budget restrictions. Two weeks, with an hour and a half of learning each weekday, is very limited. In addition to the short amount of time, the two teachers at each school must give instruction to an extremely wide range of students; a student from first grade could be in the same session as a student going into sixth grade. Another limitation of this project is that it only addresses reading. While reading is a key component in a child's success in school, it is not the only component. Academic areas like writing, math, science, social studies, and art are not explicitly taught or stressed. This, however, cannot be changed as the Enumclaw School District has chosen reading as the focus of the elementary level summer school program. This study focuses specifically on the summer school program of the Enumclaw School District.

Definition of Terms

Active Reading- "Constructing meaning from text by transforming and integrating textual information into existing networks of knowledge and experience" (Harris & Hodges, 1995, p. 4).

Balanced Literacy- Combining or alternating different kinds of instruction and curriculum and differentiating that instruction to meet the needs of all learners (Spiegel, 1994).

Comprehension- "The reconstruction of the intended meaning of a communication; accurately understanding what is written or said" (Harris & Hodges, p. 39).

Fluency- The ability to read text quickly, accurately, and with expression (Torgesen, 2006).

Guided Reading- When the "teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support" (Fountas & Pinnell, 1996, p. 2).

High Frequency Words- "The most common words in our spoken and written language. Note: Sight words" (Harris & Hodges, p. 39).

Independent Reading- When a student reads a book on his or her own (Bukowiecki, 2007).

Infer Meaning- "Proficient readers draw inferences from the text. They use their prior knowledge and textual information to draw conclusions, make critical judgments, and form unique interpretations from the text" (Anders & Ferrari, 2003, p.4).

Literacy- "The ability to function socially, academically, and culturally in a language. In reading instruction the term can refer more strictly to the ability to read and write" (Zorfass & Urbano, 2008, p. 28).

Phonics Instruction- "Emphasizes direct instruction in letter-sound relationships and patterns" (Matson, 1996, p. 2).

Phonemic Awareness- "The awareness that spoken words are made up of individual sounds (phonemes) and the ability to manipulate these sounds" (Zorfass & Urbano, 2008, p. 2).

Phonics- "The systematic relationship between letters and sounds" (Bukowiecki, 2007, p. 60).

Phonological Awareness- "The ability to think analytically about the sounds in words" (Bukowiecki, 2007, p. 60).

Read-Aloud- "A teacher reading aloud a book (usually above students' ability to read independently) to either a small or large group of students. Read-alouds may be done for teaching or enjoyment" (Harris & Hodges, p. 40).

Schema- "The influence of past experiences and knowledge upon the interpretation of present happenings" (Bukowiecki, 2007, p. 62).

Sight Words- "Words that are recognized quickly, accurately, and effortlessly by the reader" (Bukowiecki, 2007, p. 60).

Struggling Readers- "Can include students with learning disabilities, English language learners, economically disadvantaged students... or other at-risk students" (Zorfass & Urbano, 2008, p. 2).

Synthesize Ideas- When readers attend to the most important information and are able to reiterate that information in a condensed form (Anders & Ferrari, 2003).

Whole Language- "A set of beliefs or a perspective. Whole language teachers attempt to integrate the four language modes of listening, speaking, reading, and writing across curriculum areas. Reading in authentic literature... are the hallmarks of whole language teaching" (Reutzel & Cooter, 1996, p. 4).

Word Wall- "A chart or charts that categorize important vocabulary by beginning sounds. Word walls are used for various word-study activities, including practice with writing" (Anders & Ferrari, 2003, p. 3).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature covers four main points: instruction outside of the school day, characteristics of successful extracurricular academic programs, why to focus on reading, and what to teach and how to teach it. The information found in the review of related literature is organized topically so that each main idea can be explored in its own section. For the purpose of the paper, summer school, after school, and other programs that are otherwise outside of the school day and have an academic focus will be referred to as extracurricular academic programs. The review begins with the types of instruction that can be found outside of the school day. Next, the benefits and limitations of extracurricular academic programs are explored, with specific attention given to the aspects of programs found to provide the greatest benefit for students. The focal point of the next section is the determination of what subject deserves the most attention in an extracurricular academic program. The final section, which covers what to teach and how to teach it, outlines research findings on the best ways to teach reading and the key topics that should be covered when teaching reading.

More and more, students throughout the world are not developing to their full capacities, even when supportive academic programs are in place (Manjari, 2002). Much attention has been given to increasing literacy and learning when it comes to the classroom; however, extracurricular academic programs are still a main focus when it

comes to bettering student learning (Manjari, 2002). The reasoning behind the focus on extracurricular academic programs is that these programs can benefit the students enrolled in them (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1998). This fact has been corroborated by many different studies. One such study completed by Lee, Burkham, Ready, and LoGerfo, (2002) found that the more children are exposed to literacy activities in the summer, the more gains they made with regard to reading. Extracurricular academic programs have been shown to increase student academic and social achievement. Although this is the case, not all summer schools have a consistently positive impact on all students (Catalano, Berglund, Ryan, Lonczak & Hawkins, 1998). Some summer schools and extracurricular activities have been found to have a more significant impact than others (Catalano et al., 1998).

Although many extracurricular academic programs have been proven to be beneficial, not all programs have been found to be advantageous for the students attending. Some studies have reported little or no effect on student performance after children attended an extracurricular program (Welsh, Russell, Williams, Reisner, & White, 2002). What is the difference between extracurricular activities that do not help attending students and those that do? Pierce, Hamm, and Vandell (1999) found that positive relationships with staff and with peers were a deciding factor in most promising programs. Having the ability to exercise choice over a set of diverse activities also helped student achievement (Pierce, Hamm & Vandell, 1999). Communication between the individuals in administrative positions and instructional positions was also one of the

keys to creating a high-performing program. Communication between the program organizers and the parents of the students attending the program was shown to be a deciding factor to determine how much students were able to take away from the experience (Vandell et al., 2004). Lastly, effective and educated teachers are essential if any type of beneficial academic instruction is going to occur (Farstrup, 2002).

Once all the standards for a highly effective extracurricular academic program are in place, the main area of academic focus must be established. While each area, academic or not, addressed by schools across the nation could be argued as being a valid area on which to focus, reading is the one subject area that provides access to other school curriculum that is considered important (Morris, Tyner & Perney, 2000). Out of all the subject matter taught in schools, "increased problem behaviors, poor academic outcomes, higher probability of dropping out of school, limited employment opportunities, and a higher likelihood of living in poverty are all more likely to result following failure to acquire literacy skills" (Osborn, Freeman, Burley, Wilson, Jones, and Rychener, 2007, p. 467). Reading is the one subject that ultimately affects most other areas in school, as well as the students' future success outside of school.

When it comes to reading instruction, the philosophical pendulum swings back and forth from one idea to another. On one side of the pendulum there is the idea that in order to read, readers must first learn phonics, which is a method of teaching the sounds that comprise the English language (Glaser, 2005). On the other side is the idea that readers must first learn whole words, and then begin to actually read (Glaser,

2005). The idea that readers learn to read by learning whole words in a true context is commonly referred to as whole language. While researchers and educators do not seem to agree about the emphasis each side of the pendulum should receive, most believe that there needs to be balance of both phonics and whole language when it comes to teaching reading (Rickford, 2005). A literacy program that proves beneficial to all students is one that includes methods taken from both sides of the pendulum. In order to meet the needs of a diverse group of learners, a diverse collection of teaching strategies must be utilized (Rickford, 2005).

Extracurricular Academic Programs

Schools throughout the United States struggle with the challenge of educating all attending students. In order to best reach the largest number of students, there are many different programs that have been put in place to help support struggling students during the school day. One such program for struggling readers is the remedial reading program. The remedial reading program is a course through which students who are not reaching reading standards receive extra assistance in the area of reading during the school day. Most school districts in the United States have some sort of remedial reading program that focuses on providing extra reading time with a specialist (Ziolkowska, 2007). Another program that schools in the United States have in place to help struggling students is special education. Special education is defined as “instruction designed to respond to the unique characteristics of children who have needs that cannot be met by the standard school curriculum” (Blackhurst, 1993, p. 7).

Ziolkowska (2007) describes special education services as modifying content, how students are taught, the materials that students use and how quickly students progress through school. Special education services may take place in several settings, such as special schools, special education classes within a school, or within general education classes (Ziolkowska , 2007). Remedial reading programs and special education services are two examples of programs put in place during the school day to help struggling students achieve their full potential. In addition to these more formal programs, educators are constantly modifying their teaching and curriculum to meet the diverse needs of their students. From providing preferential seating to modifying assignments to giving visual cues, teachers are continually modifying what goes on in the classroom to meet the needs of all learners. Although schools provide a mix of formal support, like remedial reading and special education programs, and informal support, like curriculum modifications, this may not be enough to get struggling students back on track academically (Blackhurst, 1993).

If remedial reading and special education services are not enough to give students the boost they need, the next logical step is to extend the time spent learning. This is why, when it comes to struggling students, many districts are turning their attention to providing more opportunities for learning during the time usually spent out of school (Grossman, Walker, & Raley, 2001). States and districts are finding that they need to provide services outside of the regular school day. These services may come in the form of after-school or summer school programs, referred to in this paper as

extracurricular academic programs; which augment the learning that occurs during the regular school day (Grossman, Walker, & Raley, 2001). These programs may be provided by schools and districts or by unaffiliated organizations or cities. Whoever may be providing the program, research shows that “effective after-school programs are desirable for all young people during the elementary and middle school years” (Vandell et al. p. 4, 2004). This fact is backed by a study conducted by Rathbun, Reaney and West (2003) of more than 22,000 kindergarten students enrolled in 1,277 different extracurricular academic programs across the United States. These researchers found that children attending extracurricular academic programs significantly increased their general knowledge over peers not attending such programs. In fact, children who had attended more than one extracurricular academic program showed a significant increase in general knowledge when compared to students who did not (Rathbun, Reaney and West, 2003).

Extracurricular academic programs can not only help increase academic learning, but Vandell et al. (2004) comment that these programs can “increase child safety in the after-school hours and reduce the incidence of risk behaviors... and promote positive youth development” (p. 1). Extracurricular programs have also been shown to increase the probability that a student will achieve long-term academic success and be a positive contributor to society (Eccles, et al., 1993). This is especially true for those students who do not receive the adult support and stimulation at home that they need in order to succeed in school (Eccles et al., 1993). A study by White, Reisner, Welsh and Russell

(2001) found that an after-school program to boost math achievement actually provided the most benefit to students who were at the greatest academic risk. While it is true that programs provided by schools outside of the school day can benefit students in many different ways, not all programs are created equally. Programs that show consistent benefit to the students they serve have some similar characteristics as to how they are run and are implemented (White et al., 2001).

Characteristics of Successful Extracurricular Programs

Research has shown that extracurricular academic programs can be an immense help to struggling students. However, these programs must be effective in order to provide a positive impact. Catalano et al. (1998) completed a study of twenty-five extracurricular programs that they deemed "effective". Effective programs were defined as programs that were established and not in any stage of development. These programs also had an evaluation component at their culmination. Catalano et al. (1998) found that 96 percent of the effective programs they evaluated had some sort of curriculum, training manual, or guidelines. This finding firmly supports the need for a plan of action, strategies, or guiding principals to guide instruction. An extracurricular academic program must not be thrown together. In order to provide actual, positive results, the program needs to be well thought-out, organized, connected, and well-supported (Catalano et al., 1998). An extracurricular academic program can be very beneficial to participating students, as long as the program is one that takes the researched-backed considerations into account.

While some extracurricular academic programs have been found to be beneficial to students, others prove to provide little to no help to the students participating. In a study completed by O'Neal, Snyder, and Spor (2001) of Alabama's summer reading institutes, it was found that students at some of the schools showed a small gain in reading abilities, but in other schools a negligible gain or no gains were made. The researchers attributed this fact to whether or not the schools had the presence of the following three things: a principal that supported the program, a competent reading specialist, and a higher education partner (O'Neal, 2001). Schools with the support of the prior three things were found to have successful students; those who did not have all three supports present had students who made few to no academic gains. Another study of supplemental educational services was recently completed by Ross, Paek and McKay (2008). These researchers studied programs in states across the nation and evaluated the extracurricular academic programs on their effectiveness in raising student achievement. It was found that when compared to "control" students, the students in the randomly selected programs made anywhere from no improvement to a moderately positive improvement (Ross, Paek & McKay, 2008). Not all students who attended an extracurricular academic program were shown to make gains over the control students who did not attend any extracurricular academic activities. The researchers concluded that supplemental education services need to be provided more often and on a more consistent basis to make programs more effective (Ross, Paek & McKay, 2008). Extracurricular academic programs can have flaws and shortcoming that result in lack of student improvement. It is important to study both successful and

unsuccessful extracurricular academic programs so that what has been shown to both help and hinder learning can be considered.

Even if a program has been shown to increase student achievement, it may not help students enough to be considered academically equal to grade level peers (Roderick, Jacob & Bryk, 2004). In a study from the Chicago Consortium of School Research on the summer "Bridge" sessions, it was found that even when students made gains, their gains were not usually enough to place them at grade level (Roderick, Jacob & Bryk, 2004). In the rare cases in which students were at grade level as a result of the program, they were there only long enough to be promoted a grade, and then fell behind their peers again and remained behind in the following grades. In fact, this form of remedial summer school has been compared to a jail sentence, where students are "sentenced to mandatory summer school [and] only become more turned off by school" (Buchanan, 2007, p. 29). If placing students in extracurricular academic activities is similar to giving them a jail sentence, why spend the time, money and resources on developing and implementing such programs? Answering this question, Buchanan (2007) reasons that when studies come back with less than positive results, it is possible to use the knowledge gained from the evaluations to make improvements and adjustments to future programs. When studies come back with positive results, the information from these successful extracurricular academic programs can also be used when creating new programs or revamping existing struggling ones (Buchanan, 2007).

In a study of promising extracurricular academic programs, Vandell et al. (2004) examined the attributes of positive extracurricular programs. This study differed from many other studies of extracurricular programs because the researchers studied the programs and the students involved longitudinally. Most other studies did not take the longevity of learning into consideration. The benefit of studying programs longitudinally is that the researchers were able to track student progress long enough to know if any gains students experienced were just temporary. The researchers of this study also followed only the programs that they deemed promising. The reason for this was that the researchers wanted to find what programs are doing right, not wrong. After researching these programs, Vandell et al. (2004) found that extracurricular academic programs that show the most student improvement in both academic and social areas did the following:

Study programs employ experienced staff and devote considerable resources to enhancing staff skills, foster supportive relationships among participants and between youth and adults, utilize a variety of learning- and mastery-oriented content delivery strategies to create positive environments for children and youth, offer participants a variety of activities, have access to a variety of spaces for activities and adequate materials, are attentive to the needs and interests of participants' families [and] have partnerships with affiliated schools and community agencies. (2004, p. 12)

Extracurricular academic programs that show student improvement need to have resources to improve staff expertise and knowledge in the areas that their programs support. The individuals running the programs need to have strong educational credentials and experience (Borman, Overman, Fairchild, Boulay & Kaplan, 2004).

Teachers and individuals running the program also need to be able to create caring relationships with the students and offer a blend of different activities that meet diverse learning styles and take place in a variety of settings (Catalano et al., 1998).

Communication is a key piece of each successful program, whether it be communication to parents of participants, or communication between program overseers and the people actually providing the program (Vandell et al., 2004). Researchers also found four main aspects of high quality programs. They found that staff must be qualified and supported. It was also found that the student to staff ratio must be kept small.

Programs need to receive adequate funding and have access to space and materials. Lastly, programs need to create connections to the school, the community, and the parents of students who are involved (Paris et al., 2004).

In a compellation of several different studies by Paris at al. (2004), evaluating the reading gains that more than 1,100 students made after completing an academic based summer school program, it was found that students made significant gains in the area of reading. This study took the results of many different studies and compiled the data into a large-scale study. In the conclusion of the study, it was found that students not only made improvements in reading achievement as a result of extracurricular

academic programs, but they maintained these achievements over the following school year (Paris et al., 2004). Researchers found that, “summer school is a worthwhile educational policy for helping young children learn to read and for helping those at risk to avoid summer loss of academic skills and knowledge” (Paris et al, 2004). Buchanan (2007) calls extracurricular academic activities the key to helping struggling students get back on track with their higher achieving peers.

Why Focus on Reading

Writing, reading, math, science, social studies, art. These subjects are regularly taught at elementary schools across the country. Out of all of these disciplines, why make reading the main focus of a summer school program? Morris, Tyner, and Perney (2000) state that reading is the key to providing access to many of the other subjects deemed important in education. Most students attending public school in the United States are expected to begin the reading process in kindergarten. Here, the usual goal is for students to begin to understand the basics of the English language. Letters and words are a new concept for many students. While most objects students have encountered in life thus far have been concrete, letters open up a new world of rules and regulations that change and do not always hold true (Cassady, Smith & Putman, 2008). Students must understand that each letter corresponds to a sound—a sound that may not always be the same in every situation. Even the shape of the letter is a hard thing to grasp at the beginning of the process of learning to read. Objects the students have encountered in the world around them do not behave in the same way that letters

and words do. For example, if a student has a piece of paper, the student can turn it upside-down and it is still a piece of paper. The student can flip it over, and it is still a piece of paper. The student can crumple the paper up, but it is still a piece of paper. With letters, things change. Take the letter 'b'. Flip the letter 'b' up and it turns into something else, the letter 'p'. Turn the letter 'b' around and it is the letter 'd'; each transposition giving the letter 'b' not only a new name, but a new sound and meaning as well.

Words also have rules that are new to most children. While the word 'saw' and 'was' contain the same letters, they are not the same words; letters need to be written in a specific order to make words. While the words 'for' and 'four' sound the same, their spelling and meaning is different; words can be written differently and still sound the same. The word 'read' itself is tricky. 'Read' takes on two different sounds when in the following two sentences, "yesterday I read a book" and, "I will read a book"; words can be written the same way and have different meanings and sounds. To become proficient readers, students must understand the many new rules that apply to the world of letters and words. Students who are unable to do this and who fall behind their peers early in elementary school will have a harder time closing the gap as they progress through school (Morris et al., 2000). Additionally, students who do not develop basic reading skills while in the early years of elementary school are at risk for failure in not only school, but they are also at risk for "negative outcomes beyond the school years" (Elbaum, Vaughn, Hughes, Moody, 2000, p. 605). Students must have a

handle on the basic rules of language in order to have a solid foundation in literacy. This base of linguistic knowledge then needs to be developed and practiced.

The fact that developing basic reading ability early on in life affects all aspects of one's future is echoed by scholars across the nation. Foorman (1989), reiterates the fact that children who are poor readers while in the earliest stages of their schooling will remain so, unless targeted early intervention programs can ameliorate these outcomes . The American Federation of Teachers (2007) comments that,

If children don't learn to read early enough, if they don't learn to read with comprehension, if they don't read fluently enough to read broadly and reflectively across all content areas, if they don't learn to read effortlessly enough to render reading pleasurable, their chances for a fulfilling life-by whatever measure: academic success, financial stability, the ability to find satisfying work, personal autonomy, self-esteem-are practically nil. (p. 3)

The comments of the American Federation of Teachers are backed by Cunningham and Stanovich (1998), who have found that students who read more have better results on tests of comprehension, spelling, vocabulary and general knowledge. Researchers have found that reading is the basic underlying component that helps students succeed in other areas of school. "More than any other area, school success is dependent on knowing how to read and understanding what is read" (Vaughn, Levy, Coleman & Bos,

2002, p.2). Reading is a skill that students must develop in order to excel in most other areas of education and thereafter.

What to Teach and How to Teach It

“Educators and academics have been arguing since Adam, it seems, about how best to teach reading, the most basic building block in a child’s education” (Matson, 1996, p. 2). While most researchers and educators agree that reading is one of the most important building blocks in a student’s education, the ways to teach reading are still hotly debated. Researchers and educators have been trying to find the most important aspects of reading that need to be taught for many years; however, they have not been able to reach a unanimous decision as to the most important things to teach when it comes to reading. Most do agree on one thing: when it comes to teaching reading; teaching using only one style or method will not work when dealing with a wide range of learning styles and ability levels (Matson, 1996). This is why much research shows that an approach that balances different teaching theories and techniques is the best method to use when deciding how to teach children to read. Bukowiecki (2007), in her article, “Teaching Children How to Read”, writes that, “No one technique is effective for decoding every unknown word” (p. 61). One can deduce from this comment that there are many ways to teach reading, and that only teaching one way can be detrimental to the learning of students. While it is true that direct phonics instruction is essential for students learning to read, students will not develop all the reading skills they need from this method alone (McPike, 1995). On the other end of the spectrum, whole language

techniques and practices, such as invented spelling and early writing, are essential to developing literacy abilities (Matson, 1996). Phonics and whole language instruction are extremely different ways to teach reading. Phonics calls for structured, direct, and sequential instruction when it comes to letters, letter sounds, and their relationships to words. With whole language, reading is viewed as a natural process through which, given the tools, children will progress. There are faults found in both structures (Glazer, 1996). While phonics gives students who come to school with little to no background in reading the basics of language that they so desperately need, it has been argued that phonics instruction is also boring. A disconnect can also form when students need to go from phonics drills to using the tools they learn from phonics instruction in real reading situations (Matson, 1996). Glazer writes that phonics should not be considered a subject in school. She suggests "that phonics is a means to an end, not the end itself... Reading poems, singing songs and telling stories with repetitive language are necessary steps in guiding children to read" (1996, p. 2). While this is true, whole language will not provide the instruction that all students need to read. The problem with whole language is that, while it gives students real reading material and interesting content, if students do not have the basic tools to help them read, they will continue to struggle in this real-world context (Matson, 1996). Supporters of whole language believe that learning to read can be likened to learning to speak a language; both come naturally. Chall (1983) finds the fault in this belief, stating that speaking is something that humans do naturally. Humans have evolved different languages over time; however, the ability to communicate verbally is inborn. Reading is something that humans have developed;

therefore, it does not come naturally, and at some point needs to be explained and taught explicitly.

Given in exclusion of the other, phonics and whole language do not work for every student. However, introduced together they provide a balanced program that will meet many learners' needs. Teachers need to provide a literacy program "in which students have opportunities for both discovery and direct instruction" (Cooper, 2000, p. 25). Baumann, Hoffman, Moon, and Duff-Hestler (1998) comment that effective literacy programs need to have both skill instruction as well as experience with real life texts and books. Teaching reading, it seems, needs to be approached by using both ends of the instruction spectrum. Phonics and whole language both need to have a place in the reading program in order to ensure a balanced reading program.

Using skills instruction and real-life texts, the National Institute of Child Health and Human Development (2000) recommends that five key literacy topics be included in daily reading instruction. These topics are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In order to teach these five things, the Center for the Improvement of Early Reading Achievement suggests that "young children should be solidifying their knowledge of the alphabet, engaging in phonemic awareness activities, listening to stories and informational texts read aloud to them, and writing letters, words, messages, and stories" (Bukowiecki, 2007, p. 15). In addition to these activities, a variety of decoding strategies need to be taught (Bukowiecki, 2007). Students need to be able to know when and how to use different decoding strategies when reading. This

is why no one teaching technique or one strategy will be effective all the time. In addition to activities that aid in word recognition and decoding, students need to develop fluency to become proficient readers. Fluent reading is more than just reading with an even pace. Fluent readers read with an interpretation and expression of the text that conveys understanding (Prescott-Griffin & Witherell, 2004, p. 3). Activities like repeated reading, choral reading, readers' theater, phrasing techniques, whisper reading and partner reading help develop fluency in readers (Prescott-Griffin & Witherell, 2004).

In addition to word recognition, decoding, and reading fluency, students need to understand the meaning of the words they read. Readers who truly comprehend what is being read can recognize a word, know the meaning of the word in its context, and use background knowledge to construct their own understanding of what is being read (Nagy & Scott, 2000). That understanding leads to another key component of learning to read and becoming a better reader: comprehension. Teachers need to teach students strategies that will enable students to understand the meaning of individual words, and even more than that, to understand what is being read in its entirety (Bukowiecki, 2007). Readers must draw upon their schema in order to understand what is being read. Even before the book is opened and a word is read, readers are relating what they can see to their own experiences (Tompkins, 2003). Readers use their prior knowledge throughout their reading of the text to enhance comprehension. Things that teachers can do to help readers develop comprehension are previewing and predicting

activities, story mapping, KWL charts, quick writes, semantic mapping, picture and text walks, and anticipation guides (Bukowiecki, 2007).

Pulling together the strategies to teach word recognition, decoding, fluency, vocabulary, and comprehension, teachers need to use strategies “in which students have opportunities for both discovery and direct instruction” (p. 25, Cooper, 2000). Put into practice, the program should include read alouds, phonics instruction, guided reading groups, exploration of reading materials, and other activities that promote reading through the use of real-life materials (Bukowiecki, 2007).

CHAPTER THREE

PROCEDURES

The project started out as a way to improve the summer school program currently offered by the Enumclaw School District. The first research that took place was on the topic of after-school and summer school programs. Using journal article databases, articles on the success (or failure) of after-school and summer school programs across the country were examined. Extracurricular activities throughout the world were also examined. Keywords like “summer school” “after school” and “educational extracurricular activities” were used to find articles in electronic databases related to the main topic. After reading through articles that were relevant to the program given by the Enumclaw School District, it was found that support needed to be made as to why a summer school program was advantageous. Using the journal article databases again, articles were found that supported the use of extracurricular programs, like summer schools.

The next step in the process of creating the project was to find information on why reading should be a main focus of the summer school program. Again, journal article databases were used to gather information on this topic. It was at this point in the research process that several studies seemed to cite the same articles, or articles by a prevalent author. Instead of using keywords when searching for articles, this time articles written by specific authors or with more specific titles were found. After

researching why reading was the best area to be taught in an elementary summer school program, it was time to move on to what should be taught and how to teach it.

At this point in the research, four main topics were starting to form:

1. The benefit of educational programs given outside of the school day.
2. Why make the focus of a summer school program reading?
3. What to teach at the summer school.
4. How to teach it.

While researching the what and how of teaching reading, journal articles and related books were used. It was found that professional books proved to be especially helpful when it came to how to teach reading. While studying these two topics, it became clear that they were intertwined. It was tough to separate what should be taught from how reading needed to be taught. It was then that these two topics were combined into a single topic. 'What to teach at the summer school' and 'how to teach it' were combined into 'What to teach and how to teach it'. After combining these two topics, a new topic started to form in addition to the now three topics: the benefit of educational programs given outside of the school day, why make the focus of a summer school program reading, and what to teach and how to teach it. While going back to the first topic, the benefit of educational programs given outside of the school day, it was found that not all programs proved to be beneficial. Research on successful programs was then done to see if there was any information on why some programs succeeded where others failed. It was found that successful programs did have specific attributes that less

successful programs did not possess. The information on the topic of successful extracurricular programs seemed like it needed to be addressed more fully in the project, so it was added as a main topic. The four main topics now looked like this:

1. Instruction outside of the school day.
2. Characteristics of successful extracurricular programs.
3. Why focus on reading?
4. What to teach and how to teach it.

After researching these four aspects of the project, the actual project was developed. Research on best practices, as well as information gathered from journal articles that were studied while proving the need for the project, were used. The most important tool that came into play when making the project was professional books. Books on reading instruction, as well as reading strategies and games were the backbone of the project. After taking all the information from journal articles, books and manuals, the information was synthesized to form a project that would fit the needs of the Enumclaw School District summer school.

Plan for Implementation

The purpose of this study and project was to provide summer school teachers in the Enumclaw School District a set of easy to use guidelines and ideas that can be implemented in the two-week summer school program. The main idea was to make the program as comprehensive yet simple as possible. Because all the teachers providing

instruction for the summer school program are certificated when they apply to the program, it was decided that simple instructions that could be expanded upon as the teachers see fit would be best. However, there would still need to be enough good information to make reading the project worthwhile for the teachers.

This project is important because it will provide the basis for the Enumclaw School District's summer school program. The project will be used by the ten teachers of the program as a way to guide their teaching. The project provides key ideas about strategies to utilize when it comes to teaching reading. Word games to strengthen sight word and reading skills are also given. The components of the games that are contained in the project are included as well. Tools like parent letters and communication forms, lessons to help teach reading strategies, and outlines of the flow of the day are also a part of the project. Teacher and student surveys have been included to assess teacher feelings about the program and its effectiveness, as well as student confidence and feelings about reading. In addition to using this project to help guide the summer school program at the Enumclaw School District, this project has already been shared with colleagues, who have put many aspects of the project to use in their everyday classrooms during reading time.

CHAPTER FOUR

PROJECT

The following is the text included in the packet that will be given to the teachers of the Enumclaw School District's summer reading program. The purpose of this study was to provide summer school teachers in the Enumclaw School District a set of easy to use guidelines and ideas that can be implemented in the two-week summer school program. With the enormous amount of information and ideas available, it was tough to keep the packet to a length at which it would be easy to read and take in, yet still contain enough information to make it valuable.

During the research portion of the project, it was found that a balanced literacy program calling for phonics instruction, as well as whole literacy, was essential to a reading program that could meet the needs of all learners. The project was made with the emphasis on providing for the spectrum of teaching and learning styles in mind. Another aspect of the project that the research indicated was the fact that both comprehension and fluency need to be addressed when teaching reading. This is why the project provides many opportunities for the teacher to work with students on strengthening both fluency and comprehension.

The Enumclaw School District outlines five different ways to read that need to be completed in each elementary grade during the literacy block. The five different ways to read are as follows:

1. Students listen to a teacher read aloud.

2. Students read to self.
3. Students engage in partner reading.
4. Students complete word work and games with words.
5. Students read in small groups while guided by a teacher.

These five different ways to read were included in the project. Activities were found to support student comprehension and fluency while working within these five different reading activity areas.

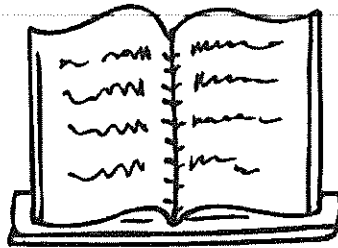
Enumclaw Summer School Reading Program Outline

This packet is presented as an aid for you to use when planning and implementing your summer school program. It contains different reading activities and practices that can be employed to help students improve their reading fluency and comprehension. The packet includes activities that use techniques covering the instruction spectrum from phonics to whole language so that you can pick and choose the activities that best fit your teaching style and the learning needs of your students.

Included in the packet are reading activities that can improve student fluency and comprehension. These activities can be used when reading with homogeneous guided reading groups. There are also games to do in whole groups or small groups that work on increasing student fluency and word recognition. The last section of the packet contains whole group activities for comprehension to be used when you are doing a whole group read aloud.

The following is a sample schedule for summer school that you may choose to use as a base for your schedule. Activities included in the packet that would fit with each section of the schedule are also shown.

Summer School Reading Program



This packet is presented to the teachers of the Enumclaw School District Summer School Reading Program. All information and ideas can be copied and used in a classroom setting. Images are provided with permission from classroom clipart.

Daily Schedule

Time	Reading Task	Activity link found in this packet
10min.	Quiet reading to self	
10min.	Partner reading	
25min.	Picture book read aloud	Whole group reading comprehension activities
30min.	Homogenous reading groups and...	Homogeneous reading group activities
	...reading games	Games and activities
<u>15min.</u>	Chapter book read aloud	Whole group reading comprehension activities

Daily Activities

Homogeneous Reading Group Activities

The following activities are to be used when reading in a homogenous, or leveled, reading group. To group your students, attain your students' reading levels from the LAP teacher at your school. Group students who are at similar reading levels into groups of 3-5 students. The easiest place to find sets of leveled books to use in your leveled reading groups is the bookroom at your school. Try to find about four books for each group to use over the course of the two week program.

After grouping students and picking books that are at each group's instructional level, pick an activity or set of activities that will fit with each book. You are now ready to pull groups of students together to read and complete activities in homogeneous groups. Remember that books can be read more than once--this will help build fluency and confidence!

Homogeneous Reading Group Activities

Activities to Increase Reading Fluency
To be done with small groups

These activities are usually done in homogenous groupings of 2-6 students who are reading with a teacher. Students can be called together in leveled groups. Books from your school's bookroom that are at each groups' instructional level should be used with these activities. Each of the following activities meets the overarching Washington reading EALR 1: The student understands and uses different skills and strategies to read.

- Repeated reading- Rereading a text several times (3-5 times).
- Choral Reading- Reading a text in unison.
- Readers' Theater- Dramatic reading of a text. (Books available from the bookroom)
- Phrasing Techniques- Reading a sentence or sentences so that one can recognize the punctuation marking the end of a sentence, and sometimes the inflection in one's voice.
- Whisper Reading- Reading a text using a whisper voice that is still loud enough to be heard.
- Partner Reading- Reading a text with another student. Students share feedback on each others' reading. (Bukowiecki, 2007)

Activities to Increase Reading Comprehension
To be done with small groups

The following activities will help with activating prior knowledge to aid in new vocabulary retention and comprehension. The activities meet different aspects of the overarching Washington state reading EALR 2. The student understands the meaning of what is read.

Before Reading Activities

- | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Preview and Predict- | Using elements of a text to make key predictions about elements of the text. |
| Quick Write- | Writing for about 5 minutes to share understanding of an aspect of the text. |
| KWL Strategy- | Brainstorming what is known, what a reader wants to know, and what is learned from a text. |
| Picture Walk- | Using the illustrations in a text to make predictions about the text. |
| Text Walk- | Using different text features to make predictions about a text. |
| Anticipation Guide- | Students answer a few short questions that will get them thinking about things related to the text that will be read (Bukowiecki, 2007). |

Activities to Increase Reading Comprehension
To be done with small groups

The following activities will help with activating prior knowledge to aid in new vocabulary retention and comprehension. The activities meet several aspects of the overarching Washington state reading EALR 2: The student understands the meaning of what is read.

During Reading Activities

- | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Making Connections- | Making a comparison or an association between the text and the reader, the text and another text, or the text and the world. |
| Questioning the Author-author. | The reader questions decisions and choices of the |
| Visualization- | Creating pictures in the mind based on the text. This is a great technique to use with songs as well. |
| Reviewing Predictions- | Review and revise predictions made before reading the text (Bukowiecki, 2007). |



Activities to Increase Reading Comprehension
To be done with small groups

The following activities will help with activating prior knowledge to aid in new vocabulary retention and comprehension. The activities meet multiple aspects of the overarching Washington state reading EALR 2: The student understands the meaning of what is read.

After Reading Activities

Journal Response-	Reactions and reflections to something read.
Dialogue Journals-	A written conversation between the student and another writer with the conversation centered on the topic of the text.
Book Club-	A student led group reading that reads and discusses the same text.
Literature Circle-	Students lead a discussion about the text while the teacher observes.
Extended Research-	(Used mostly with nonfiction) Students explore a particular topic related to the text to help expand understanding (Bukowiecki, 2007).

Games and Activities

The following is a list of games and activities that can be used in whole group settings or while working with a homogeneous small reading group. Each game aims to work on developing an area of reading. The different areas with which the games will help include the following:

- Phonemic awareness
- Phonics
- Rhyme
- Context clues
- Sight words

The games can be played in conjunction with reading a book, or they can be played alone. Some of the games take a bit of teacher preparation, so it is a good idea to know a day in advance which games you will want to play. Whenever possible, masters for the games have been included in the master packet. With each game, instructions detailing the broad topic area and applicable age range, the objective, procedure, teacher modeling, student practice, an expansion idea, and the materials needed are included. Feel free to modify or change the games as you see fit to meet your teaching style and the needs of your students!

Name Rhyming Song

Broad topic area: Phonemic awareness; Awareness of rhyme (K-2)

Objective: The student will create a rhyming word with their names by replacing the initial letter with w.

Procedure: Gathers the class as a group.

Modeling: Say the rhyme using an example of a student's name. . .

Willaby-wallaby we, an elephant sat on me

Willaby-wallaby woo, an elephant sat on you

Willaby-wallaby wennifer, an elephant sat on Jennifer

Practice: Students will sing the Willaby-wallaby song, in which the third word in the last line is changed so that it will start with a w and rhyme with the person's name. For example, Jennifer would be wennifer and Ryan would be wyan. The group can then try everyone else's name.

IDEA: Students could draw a picture of the rhyme and then write the rhyme under the picture using invented spelling.

Materials: Class name list.

(Throop, 1999)

Picture Blending

Broad topic area: Phonemic awareness; Blending (K-1)

Objective: The students will be able to identify the different phonemes in a word.

Procedure: Have students look through magazines and each cut out a picture of anything they want.

Modeling: Hold up a picture of a bug and say, "I have a picture of a bug. /B/ /U/ /G/. How many word parts are in the word bug?" Once the students understand that there are three word parts, say the word bug again, exaggerating each word part so the students can hear it. Next, cut the picture into three equal strips and say /B/ while holding the first strip, /U/ while holding the second, and /G/ while holding the third.

Practice: The students figure how many phonemes are in the name of the thing in the picture they cut out and cut the picture into the number of phonemes.

IDEA: These cut-up pictures can be saved in baggies and used as an activity: putting the picture together and saying the phonemes while pointing to each part of the picture.

Materials: Magazines and scissors.

(Throop, 1999)

Please note:

An image has been redacted due to copyright restrictions.

The Bag Game

Broad topic area: Phonemic awareness; Initial consonants (K-1)

Objective: Students will be able to match initial consonants of words.

Procedure: Prepare two boxes has, one containing miscellaneous items, the other containing items whose names have initial phonemes that match the initial phonemes of the items in the sounder's box. Show the students what is in each of the two boxes.

Modeling: Call two volunteers up to where you are teaching. One volunteer is the sounder; the sounder might have a piece of paper, a clip, a rubber band, and a leaf in his or her box, while the matcher has a pen, a calendar, a ruler, and a light bulb. The sounder chooses an item and, without showing it to the other volunteer or saying its name, makes the sound the first phoneme in the word makes. For example, the sounder might choose the clip and say /c/. The matcher then chooses the item that matches and says the name of the object. (In our example, the matcher would say, "calendar") The sounder and matcher then show their objects.

Practice: Have each the student come up and try one item. Students can come up in partners if they feel too embarrassed to go up alone.

IDEA: The boxes can be put at a station for the students to rotate to do at other times.

Materials: Miscellaneous items to go into each box, and two boxes.
(Throop, 1999)

How Many Words Can You Make?

Broad topic area: Phonics; Word fluency (1-5)

Objective: Students will be able to see that large words are often made of smaller ones.

Procedure: Tell students that they will be word detectives today. They will be finding how many small words are hiding in a large one. Write a long word on the board, preferably a word that contains many smaller words within it. Tell the students that they will be finding smaller words hiding within the larger word. The words need to be together; students can't take letters from different parts of the word to make new smaller words. The words must already be in a group.

Modeling: Read the word a few times. On the second or third time reading the word, emphasize one smaller word that is in the large word. Underline the smaller word and write it under the large word.

Practice: Have the students make as many small words as they can from the large word.

IDEA: You could set a time limit and have everyone share their words when the time is up. Students can also count the words, make a class list of the words, and read the words in chorus.

Materials: A word wall, a white board and a marker.

(Throop, 1999)

Poems

Broad topic area: Phonics; Rimes (2-5)

Objective: Using the common word family, or rimes, students will make a poem that rhymes.

Procedure: Split students up into groups of two or three. Tell them that they will be making rhyming poems by using word families. Review the idea of a word family.

Modeling: Model a poem using the word family: ack

There one was a man named Jack
Who liked to carry a sack
He carried the sack on his back
His sack was always black
One day Jack stepped on a crack
And accidentally dropped his sack
Out spilled his midday snack
I felt bad for the man named Jack

Practice: Give each group a sheet with one common word family. They will then work on their own or in pairs using the word family to make their own poem that rhymes and is at least eight lines long.

IDEA: The poems can be displayed throughout the room or on a board, the students can illustrate their poems, and/or all the poems can be compiled into a class rime poem book.

Materials: You will need one word family for each group, a piece of large paper for each group, and a marker for each group.

(Throop, 1999)

Selecting Pictures

Broad topic area: Context clues (K-1)

Objective: Students will be able to identify the correct word (from a group of given words shown through pictures) that fits into a given sentence.

Procedure: Tell the students that they will be listening to a sentence, looking at three different pictures, and picking the picture that fits into the sentence.

Modeling: Complete an example for the students by saying a sentence orally, leaving out the final word, and then holding up three pictures of objects. Make sure only one of the pictures fits into the missing part of the sentence. Go through your thinking orally: why don't two of the objects don't fit into the sentence, and why does the one correct word fit into the sentence?

Practice: Read a new sentence to the class and hold up three new pictures of objects. The students should try to guess which one fits into the sentence. Once the students answer correctly, have the students explain their thinking.

IDEA: Write the sentence on the board and have a student come up and fill in the word after the class guesses correctly.

Materials: Pictures of objects and sentences
(Throop, 1999)

Supplying Missing Words

Broad topic area: Context clues (K-5)

Objective: Students will be able to come up with many different words to fit into a sentence.

Procedure: Give each student a lined piece of paper. Tell the students they are to write down the sentence and fill in the missing word. You say a sentence orally and write it on the board (with a missing word). The students must fill in three words that could each fit into the missing part of the sentence.

Modeling: Write a sentence on the board and read it out loud. Think out-loud the process of figuring out what words could fit into the sentence and come up with three words that could fit. Write the words on the board and then say the sentence three times, each time filling in one of the words.

Practice: Have the students write the sentence on their paper and find three words that could each fit into the missing part of the sentences. Have a few students share their words.

IDEA: The students could make their own sentences and pick three words that could all fit in one particular part of the sentence.

Materials: White board and marker and lined paper for each student
(Throop, 1999)

Missing Words That Have the Same Initial Consonant

Broad topic area: Context clues (1-5)

Objective: Students will be able to supply the correct word that is missing from the sentence by using the given first letter of the word and context clues.

Procedure: Write a sentence on the board, leaving out one word and putting in only the first letter of the missing word.

Modeling: Think out loud, "What word could be missing?" and ask yourself out loud, "How could I figure out what word I'm missing?" Take suggestions from the class. Use student suggestions to guide reasoning and to figure out the word that fits in the space.

Practice: Write another sentence in the same style as the first one, only this time have the students figure out the missing word on their own. After the students have had a few minutes to figure out what word is missing, call on one student to say what helped him or her figure the word out. After many different students have shared their strategies, have all the students say the word at once as you write it in the space on the board. Students can also write the word on individual white boards.

IDEA: The students could come up with their own sentences and switch with partners.

Materials: White board and marker

(Throop, 1999)

Please note:

An image has been redacted due to copyright restrictions.

Selecting the Appropriate Word

Broad topic area: Context clues (K-2)

Objective: The students will be able to pick the correct word (out of two or three choices) that completes the sentence.

Procedure: Place the students in partners. Give each pair of students a paper with about 10 sentences that all have one word missing. In the spot the word is missing, there will be two or three words. Tell the students that they will be looking at each sentence and deciding the best word out of the choices they are given to complete the sentence.

Modeling: Go through the first example with the students, thinking out loud what your reasoning is as to why one of the words fits and other doesn't.

Practice: The students will then complete their sheet in their pairs.

IDEA: Students can pick the word that fits in the sentence the best, and then come up with one more word on their own that would also fit. Pair younger students with older and this activity could work K-5

Materials: One sentence sheet for each pair of students
(Throop, 1999)



Feeling the Words

Broad topic area: Sight words (k-5)

Objective: Students will be able to recognize words being spelled out on their backs.

Procedure: Pair the students up and have them stand with one student facing the other student's back (this can also be done on the arm if students do not feel comfortable touching each other's backs).

Modeling: Complete an example word on a volunteer student, showing the class the motions you are making on the student's back. Have the volunteer student guess the letters, and when the word is finished, have the student say the word.

Practice: Have the students practice making words on each other's backs, going letter by letter.

IDEA: Have students make short sentences or try spelling out words on other body parts, such as legs and heads.

Materials: Students' bodies and sight word list
(Throop, 1999)

Word Wall Exercise

Broad topic area: Sight words (K-5)

Objective: The students will be able to figure out a word wall word by using five guesses and the clues that the teacher gives.

Procedure: Give each student a piece of paper with five lines on it. Tell the students they are going to have five tries to guess a word you will have picked from the word wall. Individual word lists can be used as well if a word wall is not in place. Tell the students that they will get five hints, and after each hint the students are to make another guess at what word you could be describing.

Modeling: Show the students an example by picking a word, saying it out loud, and pointing to it on the word wall. Then, give five clues students might use to describe the word.

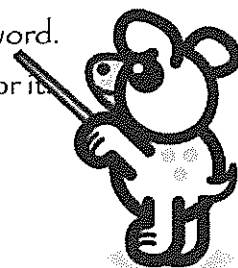
Practice: Pick one word from the word wall—don't tell the students what the word is.

Give one clue to what the word is (ex: five letters). The students each write their guess on the first line of their paper. Give another hint, (ex: three vowels) and the students write their next guess on the second line, changing their first guess or keeping it. Give three more hints so that students have filled in five lines. By the fifth hint, the students should be able to get the word.

IDEA: The teacher can have students pick the word and give hints for it.

Materials: Word wall and five line papers for each student.

(Throop, 1999)



Pipe-Cleaner Words

Broad topic area: Sight Words (K-5)

Objective: Students will use pipe-cleaners to form sight words.

Procedure: Give each student, or group of students, a copy of grade-level appropriate sight words and some pipe-cleaners.

Practice: Have students practice making the sight words with their pipe-cleaners.

IDEA: Students can work in pairs reading off a word and having their partner form it. When the word is formed, the student checks it to see if it is correct.

Materials: Sight word list for each student and a handful of pipe-cleaners for each student

(Throop, 1999)



Clay or Peanut Butter Words

Broad topic area: Sight Words (K-5)

Objective: Students will use clay or peanut butter mixture to form sight words.

Procedure: Give each student, or group of students, a copy of grade level appropriate sight words and some clay or peanut butter mixture.

Practice: Students practice making the sight words with their clay or peanut butter mixture.

IDEA: Students can form words in more than one way. EX: Make one word tall and skinny and one word short and fat.

Materials: Sight word list for each student and clay or peanut butter mixture for each student

RECIPE

Ingredients:

- 1 c. Smooth Peanut Butter
- 1/2 c. Honey
- 2 c. Nonfat Dry Milk



Preparation:

Mix together the peanut butter and honey. Add half of the dry and mix; then continue to add a little at a time until it feels soft and playful! Use less than 2 cups of dry milk if the clay seems to be getting dry.

(Throop, 1999)

Simon Says

Broad topic area: Sight Words (K-2)

Objective: Students will read words found around the room and perform a physical action along with each found word.

Procedure: Write sight words on sentence strips. Cut the strips so that each word is on its own strip. Put sight words around the room in plain sight-taping them when needed to help them stay in place.

Practice: Have one student demonstrate. They are to perform a certain action when they find the word you tell the student. The action could be anything you can think of; clap three times, turn in a circle, jump five times, etc. When the student finds the word and performs the action, invite that student to look around the room, pick a word and an action to go with it, and give the new instructions to a classmate.

IDEA: You can pose the word and action to all students instead of one at a time.

Materials: Sight words written on cards and placed around the room (Throop, 1999)

Sight-Word Shuffle

Broad topic area: Sight Words (K-2)

Objective: Students will spell and move while spelling different sight words.

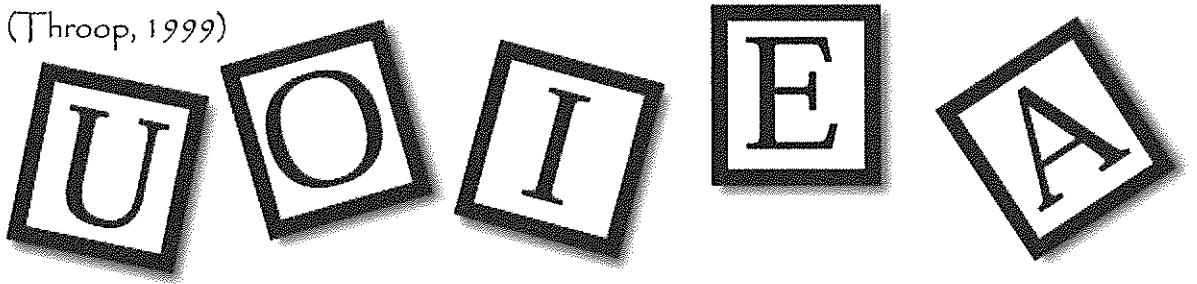
Procedure: Write the 5 vowels on a white board in front of the students.

The students pick a movement to go along with each vowel.

Practice: Write a sight word on the board. The students write the word in the air several times. Then, the students spell out the word while completing a movement with each vowel.

IDEA: Use different digraphs or diphthongs paired with movements instead of the vowels.

Materials: Sight word list and white board and white board markers
(Throop, 1999)



Scrambled Words

Broad topic area: Sight Words (K-5)

Objective: Students will unscramble a sight word when given in the context of a sentence.

Procedure: Write a list of sentences on an overhead transparency. Each sentence should include an underlined and scrambled sight word.

Practice: Students unscramble the word and write it on their paper.

IDEA: Students can make their own sentences with scrambled sight words. If students need help unscrambling words, the teacher can provide a list of sight words that are used in the sentences.

Materials: You will need an overhead and transparency with sentences and scrambled sight words. Students need a paper each to write their words and a pencil.

(Throop, 1999)

Coded Words

Broad topic area: Sight Words (2-5)

Objective: Students will decode sight words.

Procedure: Write "codes" for the letters of the alphabet on the board.

Tell the students that each symbol matches a letter and the letters spell different sight words.


Practice: Students use the symbols sheet to decode and write the different sight words.


IDEA: Students can use sight words to make their own codes. They can trade and decipher codes.


Materials: Sight words, white board and white board marker, symbols sheet, and a pencil for each student


(Throop, 1999)


A = 

B = 

C = 

D = 

E = 

F = 

Word Detective

Broad topic area: Sight Words (K-5)

Objective: Students will find sight words hidden in word searches.

Procedure: Ahead of time, the write several sight words on a blank word search form and fill in the blank spaces with random letters. Then, photocopy the filled-in word search so there is one for each student.

Practice: Write the sight words contained in the word search on the white board. Have students practice saying the sight words aloud. Then, give each student a copy of the word search to complete.

IDEA: Students can create their own word searches and trade.

Materials: You will need reproduced word search papers, ones that are filled-in and ones that are blank. A white board and white board markers are also needed, as well as a pencil for each student.

(Throop, 1999)

Some fun long words:

- **HIPPOPOTOMONSTROSESQUIPEDALIAN**-a very long word. From Mrs. Byrne's Dictionary of Unusual, Obscure and Preposterous Words.
- **SUPERCALIFRAGILISTICEXPIALIDOCIOUS**-song title from the Walt Disney movie Mary Poppins.
- **ELECTROENCEPHALOGRAPHICALLY**-The longest unhyphenated word in Merriam-Webster's Collegiate Dictionary 10th Ed.
- **DISPROPORTIONABLENESS** and **INCOMPREHENSIBILITIES**-These are described by the Guinness Book of World Records as the longest words in common usage.
- **TAUMATAWHAKATANGIHANGAKOAUAUOTAMATEATURIPUKAKAPIKIMAUNGAHORONUKUPOKAI-WHENUAKITANATAHU**-A hill in New Zealand. This Maori name was in general use, but is now generally abbreviated to Taumata. The name means: the summit of the hill, where Tamatea, who is known as the land eater, slid down, climbed up and swallowed mountains, played on his nose flute to his loved one. All words found on www.fun-with-words.com

Chain of Words

Broad topic area: Sight Words (K-5)

Objective: Students will write sight words on paper strips and then bend their different strips into an interlocking chain.

Procedure: Give each student 3" x 12" paper strips. Let the students know that as new sight words are introduced throughout the summer school, students will write each new word on a paper to make a paper chain of sight words.

Practice: Have students write new words on a paper strip and bend the paper to make a new link in the chain as they encounter new sight words. Students can practice reading their words throughout the two weeks.

IDEA: Students can make mini chains by linking the letters of a sight word together.

Materials: 3" x 12" paper strips, sight words, and markers for each student

(Throop, 1999)



Graph it

Broad topic area: Sight Words (K-5)

Objective: Students will practice writing their sight words as quickly as they can.

Procedure: Students do this activity in pairs. Both students pick a word from their sight word list that they are going to write.

Practice: Students write the word they chose as many times as they can in one minute. After the minute is up, the students switch papers and check off the number of correctly written words on their partner's paper. Students then graph the amount of words they wrote correctly on their graph paper.

IDEA: Students can set goals for each word and try to reach them in their one minute limit. For younger students, a shorter amount of time may be better for their attention span.

Materials: 3" x 12" paper strips, sight words, and markers for each student

(Throop, 1999)

Activities and Ideas to Enhance Comprehension

The following are activities and ideas to help develop comprehension.

There is not enough time to do every idea and activity; these are provided for you to pick and choose what fits your specific group of students. The activities and ideas are not rigidly structured. This is so that you can pick the books to use with the activities, how long you want the activity to run and the way you want to present the information to your students.

Included comprehension themes:

Introduction Lessons to Help with
Identifying Beneficial Reading Behaviors

Schema

Mental Images

Inferring

Asking Questions

Whole Group Reading Comprehension Activities

Introductory Lessons

These are lessons that will help students think about being and becoming readers. The lessons can be done throughout the summer school and inserted where/if you see fit.

Lessons:

Topic: What do readers do?

- Tell students to think about someone they know who loves to read.
- Ask students, "What do you see that person doing when it comes to reading?"
- Students can observe "readers" throughout the week and write things they see on sentence strips that are then discussed and posted in class.
- Students can also post ideas on where readers do their reading.

Topic: What do readers do when they finish a book?

- List ideas on paper and have students make their own lists in pairs or small groups. Students can then share their lists with the class and brainstorm good places to read in the classroom.

Topic: What can you do during reading time when you have a question and the teacher is busy?

- You can list ideas from students on paper or students can make their own lists in pairs or small groups and share with the class.

Topic: What do you do when you come to a word you don't know?

- Show and discuss poster.

Topic: Book selection

- Compare shoes for a particular activity—find the “just right” shoe that fits the activity. Discuss why the shoe is best and ask students to share how this might relate to choosing books.

“EX: I want to go for a run, what shoe would be best?” Show a flip-flop, a high heel, a dress shoe, a sandal, and a running shoe.

Discuss why the running shoe would be better for running, and then relate to why some books are better for different people and different activities.

Discuss—

- What do you look for in a book for you?
 - The size of the print— Is it too little, too big, or just right?
 - The words and lines on the page— Are there too many, too little, or just right?
 - The pictures— Do they help me read the words as much as I need them to?
 - The words— Can I read all, some, or most of the words.
- Also look at...
 - Content— What do I know about this topic, author, or story?
 - Schema— What do I know about the books I can choose from and myself as a reader?
 - Motivation— Am I interested? How hard am I willing to work to learn to read this book?
 - Variety— Have I selected more than one type of text and level of difficulty?

(Miller, 2002)

Schema

Schema Lesson Introduction:

- Ask students: Do you know that great readers read and think at the same time?
 - Tell students: Good readers make connections from what they already know to the information they find in what they are reading.
 - Define schema- Stuff that you already know- like places you've been, things you've done, facts you've learned, books you've read, etc.
- Types of schema-
- Text to self
 - Text to world
 - Text to text

Body:

Read a book that you are familiar with and have connections to. First, model your own schema...

- "When I read ... it made me think of/reminded me of ..."
- "When I saw this picture ... it made me think of/reminded me of ..."

Have students practice using schema

- Ask students to point out the exact picture or phrase they connected to.
- Turn and talk about a connection.

Other ways to talk about schema:

-Chart connections

- Record connections on chart paper or the white board.
- Put a 1 next to the connections that helped the reader understand the story, and a 2 next to the connections that didn't help the reader understand the text.

-Group Response

- Have students listen to the story. Next, have students go to a 4-sided paper and draw their most important connection on one side of the paper (4 students to each paper). Then have students discuss the connection with small group. This activity can also be done in pairs with each student drawing or writing about their connection on one side of the paper.

-Individual Response

- Have students use sticky notes to make places in text that they made connections.
- Come back as a group and pick students to share connections.

(Miller, 2002)

Mental Images

Mental Images Lesson Introduction:

- Review schema.
- Tell students that images are created from readers' schema and words in the text.
- These images help students better understand the story.

Body:

- This lesson can be done using books, songs or poems. Read a book, song, or poem. It is best to choose a text that creates vivid mental images that all students will be able to connect to.
- Have students pick the part of the text that created the most vivid images in their own mind and draw what they saw.

Other ways to practice making mental images:

-Readers create unique interpretations of the text.

- Read 1 poem or play 1 song.
- Groups create dramatic, non-speaking, responses to be acted out while the poem is being read.

-Images are influenced by others ideas.

- Read one book, song, or poem.
- Have students draw a picture on one side of a folded paper after hearing the book, song, or poem. Then have them conference and share about what they drew with a partner. After conferring, have students draw a new image on the other side of the folded paper according to how their image has changed due to talking with a partner. Have students come together as a group and share how their pictures have changed.

-Images change.

- Have students divide the paper into fourths. Teacher stops at four points in the book, song, or poem to let students draw what image they are getting as the book, song, or poem progresses.

(Miller, 2002)

Inferring

Inferring Lesson Introduction:

- Discuss how readers determine meanings of words they don't know.
(By using schema, text and picture clues, rereading, and talking with others. They also find underlying themes and main ideas or morals)

Body:

-Read a book and pretend to come to a word that you don't know. Tell students you are unsure what the word means. Model trying to figure the word out by...

- ✓ Rereading
 - ✓ Paying attention to the words
 - ✓ Looking closely at the pictures
 - ✓ Using schema
 - ✓ Taking your time
 - ✓ Thinking really hard
- Ask students "What can you do to help yourself figure out the meaning of an unknown word?"
 - Make a chart with the columns: Word/What we infer it means/What helped us? Fill out after reading a story with different words that were probably unfamiliar to the students.
 - Tell students that what they are doing when they think about what an unknown word means is *inferring*.

Other ways to practice inferring:

-Inferring can also be used to interpret the meaning of a text.

- Ask "Have you read a book that changed the way you felt or thought about something?" "Have you read a book and it made you feel like a better person for reading it? Maybe it made you learn something about yourself or look at an issue from another point of view? Maybe it changed something that you once believed was true?"
- Have students discuss what books have done so and what about these books made them do that.
- Read books to students that are open-ended or have room for students to infer meaning.

(Miller, 2002)

Asking Questions

Asking Questions Lesson Introduction:

-Tell students that thoughtful readers ask questions before, during, and after reading.

-Discuss why readers might ask questions before, during, and after they read.

Body:

- (Pick any read aloud book and show just the cover) Tell students: right now, I'm thinking all of you have a question in your head about this book. You do? What great thinkers you all are...
- Record student questions before reading the book, throughout the reading of the book and after the reading of the book. Code students questions with B-before D-during, and A-after.
- After reading, ask: What do you notice about our chart?
 - Why do you think readers ask questions before, during and after reading now?
 - How does asking questions make you a better reader?

Other ways to practice questioning:

-Discuss and show examples of the many reasons that readers ask questions.

- Clarify meaning
- Speculate about the text still to be read
- Determine an author's style, intent, content, or format
- Focus attention on specific components of the text
- Locate an answer
- Consider rhetorical questions

-Discuss how readers determine how to answer questions they have.

- Found in the text- T
- Infer from the text- I
- Use background knowledge- I
- Use an outside source- OS
 - o Record questions on chart paper and code with how to answer after reading.

- Talk about how many of the most intriguing questions are not answered explicitly in the text, but are left to reader interpretation.

- Have readers speculate about their questions and create their own explanations or interpretations.
 - o As a class- Write down all the ways we've come to think about or interpret the question.
 - o Consider all of our different ways of thinking to create a class interpretation.
 - o Focus on a single answer.

-What do you do when you have a question in your reading that you just can't figure out?

Example: Why is Amelia Bedelia so weird/strange?

*Some questions are not answered by the text, some are not even meant to be answered...

(Miller, 2002)

Student and teacher surveys

The following pages consist of student and teacher surveys. The first survey is one that you, the teacher, can fill out to give feedback about the summer reading program. Please take the time to do this and get the paper back to Keri Marquand at Westwood Elementary before the beginning of the school year.

The next three papers are all student surveys. Please give these surveys to students on the last day of the summer reading program.

The first 2-page document is the primary student survey. This survey can be given to any student who needs to use pictures to answer the questions instead of words, and who is unable to write about his or her experience at the summer reading program because of a lack of writing skills. You can read the questions aloud to the group of students taking the survey. Students can answer as you read the questions by coloring in their answer.

After the 2-page primary survey is the 1-page intermediate survey.

This survey can be given to students who are able to read the questions on their own with little or no teacher help. This survey is also to be used with students who are able to write a sentence or more about their time at the summer reading program. Both the primary student survey and the intermediate survey can be sent to Keri Marquand at Westwood Elementary through district mail.

Please DO NOT write your name on the survey you fill out, and make sure the students DO NOT write their names on their surveys.

Thank you for taking the time to complete the teacher survey, and for taking the time to give the students surveys.

Enumclaw School District Summer Reading Program

Primary Student Survey

Color the face that best describes how you feel when...

1. Someone buys you a book.



2. An adult reads to you.



3. You read to someone else.



4. You are picking out books at the Westwood library.



Enumclaw School District Summer Reading Program Primary Student Survey

Answer the questions by coloring the thumbs up for yes,
the thumbs down for no...

5. I like to read.



6. Reading is my favorite thing to do in my classroom at school.



7. I like to read at home.



8. I like to read to other people.



9. I like it when an adult reads to me.



Enumclaw School District Summer Reading Program Intermediate Student Survey

Cross out yes or no after each question according to how you feel. Cross out yes if you agree, no if you disagree.

I like to read.	YES	NO
Reading is my favorite thing to do in my classroom at school.	YES	NO
I like to read at home.	YES	NO
I like to read to other people.	YES	NO
I like it when an adult reads to me.	YES	NO
I think I am a good reader.	YES	NO
I want to get better at reading.	YES	NO
I like getting to pick out books at the library.	YES	NO

My favorite thing about reading summer school was...

My least favorite thing about reading summer school was...

Reading Games: Tools

The following pages are to be used with some of the reading games provided with the reading program packet. These can be copied for classroom use.

The tools begin with a sheet containing each grade level's specific high frequency word list. These lists originated with the Enumclaw School District and can be copied and used in any way for the classroom. The tools continue with a list of the 100 most frequently used words in the English Language, as well as several worksheets that can be used with a few of the games provided with the reading program packet. These final worksheets were made based on ideas from Sara Throop's book *Success With Sight Words: Multisensory Ways to Teach High-Frequency Words*. The worksheets can be copied and used for classroom use.

Sight / High Frequency Words - Kindergarten

I	in	yes	on
see	my	am	it
the	to	and	no
like	said	at	can
you	go	a	did
me	do	is	have
up			

Sight / High Frequency Words - First Grade

List 1

I	in	yes	on
see	my	am	it
the	to	and	no
like	said	at	can
you	go	a	did
me	do	is	have
up			

List 2

are	made	an	but
they	out	all	about
make	could	your	then
when	would	or	their
from	that	saw	today
them	stop	come	this
went			

List 3

of	he	for	as
with	his	be	by
one	had	not	what
back	we	there	which
if	will	each	how
she	many	some	so
these			

List 4

more	her	two	than
first	was	were	other
into	has		

Sight / High Frequency Words - Second Grade

List 1

over	take	live	give
after	thing	our	name
good	going	been	its
very	say	where	help
too	came	want	put
because	here	why	off
should			

List 2

who	now	people	down
only	way	find	use
may	water	long	little
words	called	just	most
know	get	through	much
new	write	man	any
such	end		

List 3

well	place	even	part
does	must	three	words
another	around	also	think
look	right	same	day
different	here	away	again
old	number	great	tell
men			

List 4

small	found	still	between
home	air	line	set
read	last	us	left

Sight / High Frequency Words - Third Grade

List 1

Every	own	school	never
Start	thought	under	don't
While	might	something	next
Those	together	important	began
Took	once	eat	really
almost	above	sometimes	soon
it's			

List 2

Along	sound	below	saw
Both	few	always	show
Large	often	asked	house
World	going	want	until
Form	food	keep	children
Feet	land	side	without
Boy			

List 3

animal	life	enough	four
Head	kind	live	page
Got	earth	need	far
Hand	high	year	mother
Light	country	father	let
Night	picture	being	study
second	several		

List 4

Story	since	white	ever
Paper	hard	near	sentence
better	best	across	during
Today	however	sure	knew
Try	told	young	sun
Thing	whole	hear	example

Sight / High Frequency Words - Fourth Grade

List 1

change	answer	room	sea
against	top	turned	learn
point	city	play	toward
five	himself	usually	money
seen	didn't	car	morning
I'm	body	upon	family
later			

List 2

turn	move	face	door
cut	done	group	true
half	red	fish	plants
Enumclaw	Black Diamond	Washington	United States
run	book	gave	order
open	ground	cold	table
remember			

List 3

tree	course	front	American
space	draw	yet	less
inside	ago	sad	early
I'll	learned	brought	close
nothing	though	idea	before
lived	became	add	become
grow	complete		

List 4

wind	behind	cannot	letter
among	able	dog	shown
mean	English	rest	perhaps
certain	six	feel	fire
ready	green	yes	built
special	ran	full	town

Sight / High Frequency Words - Fifth Grade**List 1**

oh	person	hot	anything
hold	stand	box	start
state	list	stood	hundred
ten	fast	felt	kept
notice	can't	strong	voice
probably	area	horse	matter
that's			

List 2

class	piece	surface	river
common	stop	am	talk
whether	gone	finally	summer
fine	round	dark	past
ball	girl	road	blue
instead	either	held	already
warm			

List 3

understand	moon	animals	mind
outside	power	problem	longer
deep	heavy	carefully	follow
beautiful	everyone	leave	everything
game	system	bring	watch
shell	dry	within	floor
winter			

List 4

ice	ship	themselves	begin
fact	third	quite	carry
distance	although	sat	possible
heart	real	simple	snow
rain	suddenly	easy	leaves
lay	size	wild	weather
miss			

100 Most Used Words

- | | | |
|-----------|-----------|-------------|
| 1. the | 35. will | 69. about |
| 2. be | 36. would | 70. now |
| 3. of | 37. can | 71. last |
| 4. and | 38. if | 72. your |
| 5. a | 39. their | 73. me |
| 6. in | 40. go | 74. no |
| 7. to | 41. what | 75. other |
| 8. have | 42. there | 76. give |
| 9. it | 43. all | 77. just |
| 10. to | 44. get | 78. should |
| 11. for | 45. her | 79. these |
| 12. I | 46. make | 80. people |
| 13. that | 47. who | 81. also |
| 14. you | 48. as | 82. well |
| 15. he | 49. out | 83. any |
| 16. on | 50. up | 84. only |
| 17. with | 51. see | 85. new |
| 18. do | 52. know | 86. very |
| 19. at | 53. time | 87. when |
| 20. by | 54. take | 88. may |
| 21. not | 55. them | 89. way |
| 22. this | 56. some | 90. look |
| 23. but | 57. could | 91. like |
| 24. from | 58. so | 92. use |
| 25. they | 59. him | 93. her |
| 26. his | 60. year | 94. such |
| 27. that | 61. into | 95. how |
| 28. she | 62. its | 96. because |
| 29. or | 63. then | 97. when |
| 30. which | 64. think | 98. as |
| 31. as | 65. my | 99. good |
| 32. we | 66. come | 100. find |
| 33. an | 67. than | |
| 34. say | 68. more | |

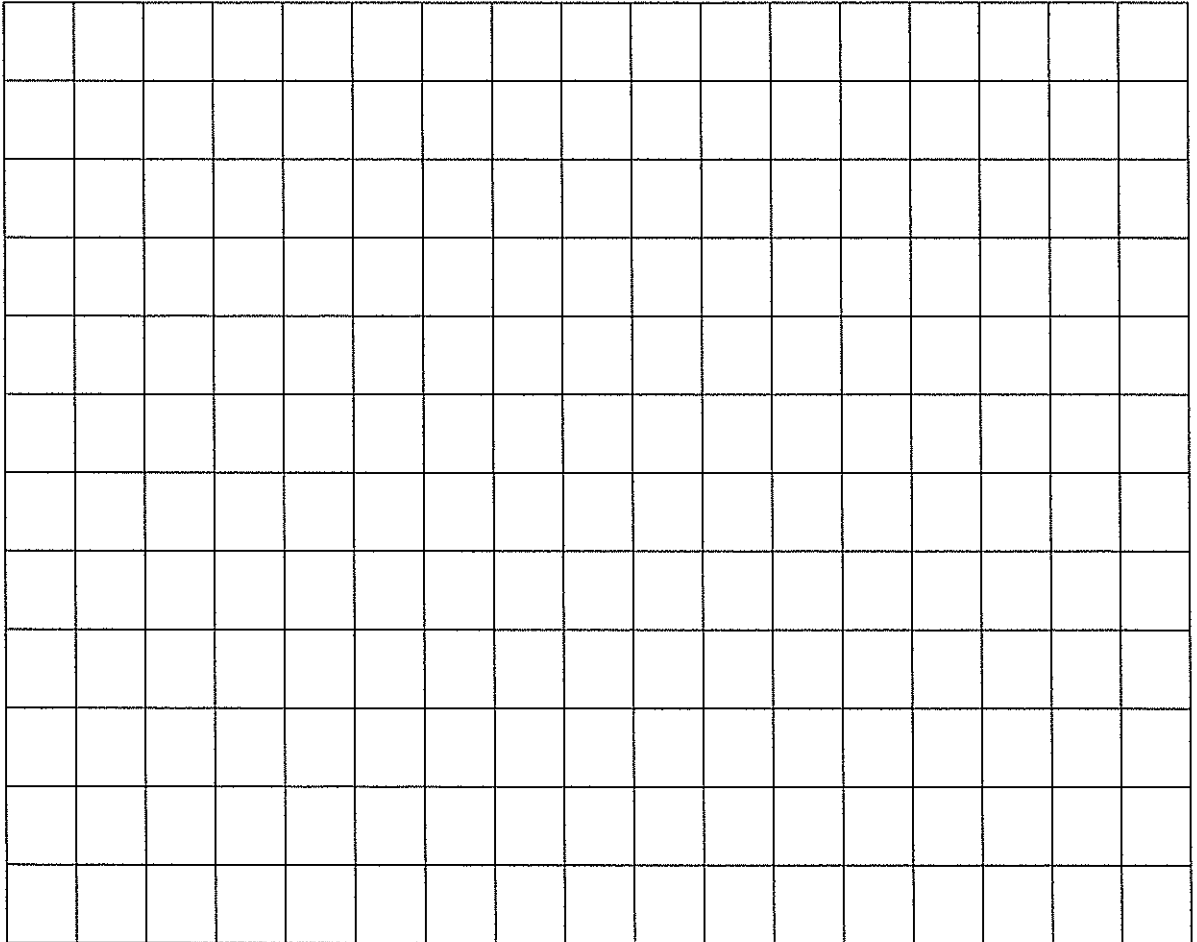
Graph It

Word	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19












Name _____

Word Search











Name _____










Symbols

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

Communication

The following pages comprise the parent communication piece of the summer reading program. The items that are included for communication are:

- Pre-summer reading program letter
- Acceptance letter
- Regrets letter
- Reminder postcard
- Daily communication letter
- Post-summer reading program letter

The pre-summer reading program letter is to be sent out with the district paperwork to the students who are identified as being in need of extra reading assistance. The acceptance letter is the letter that you can send back to the families who respond with a positive for attendance to the summer reading program. This letter gives more background about the summer reading program. The families who respond that their child will not be attending the summer reading program can be sent the regrets letter. This letter outlines reading activities that can be done at home to better student reading comprehension and fluency.

The reminder postcard is there for you to print out and fill-in. You can choose to use the provided postcard, or you may choose to use a postcard you already have on hand. If you decide to use the provided postcard, simply copy the card onto cardstock, cut both sides of the card out, glue the two sides together, and fill the card out with your summer reading program information. Postcards should be forwarded on to the district office, where a stamp can be added and the cards can be sent off a week before the start of the summer reading program.

The daily communication letter is a tool for you to use to be in touch with the parents of your students on a daily basis. You can choose to fill out the form for each student, or you can fill in details about the lessons and games that occurred during the morning and make a copy for each student. The final communication piece is the post-summer reading program letter. This letter is similar to the regrets letter in that it includes activities parents can do at home to help better their child's reading fluency and comprehension.

Welcome to the
ENUMCLAW SCHOOL DISTRICT
SUMMER READING PROGRAM!

Dear Families,

You are receiving this information packet because your child has been identified as a student who could benefit from the Enumclaw School District Summer Reading Program. This program takes place for an hour and a half a day over the course of two weeks. The two-week program will begin in the month of August and end a week before the start of the school year. Transportation to and from the Reading Program is not provided by the district and will be the responsibility of each student's guardian.

There is a Summer Reading Program held at each elementary school. If you choose to sign your child up for the program, your child will go to the Summer Reading Program at the elementary school he or she attends during the regular school year. Each school has two Enumclaw School District teachers who will lead the summer school. The focus of the program at each school is developing reading fluency and reading comprehension. The program is in place to give your student a jump-start on the new school year, as well as provide him or her with an extra boost in reading skills.

Attached, you will find the paperwork necessary to enroll your child in the Enumclaw Summer Reading Program. Please fill that paperwork out and mail it to the Enumclaw Schools' district office if you would like your child to attend. The fee of \$25.00 should also be included with the paperwork. Please make checks payable to the Enumclaw School District. If you are unable to pay the \$25.00 fee, the district has scholarships available for students who qualify for free or reduced lunch. To receive this scholarship, just call the Summer Reading Program organizer, Westwood principal Keri Marquand, at 306.802.7620 and ask to speak to her about Summer Reading Program scholarships. Thank you for taking the time to consider this extra opportunity for your child.

Sincerely,

The Enumclaw School District Summer Reading Program organizers

Welcome to the
ENUMCLAW SCHOOL DISTRICT
SUMMER READING PROGRAM!

Dear Families,

Welcome to the Enumclaw School District Summer Reading Program!

Your child's program will be held at _____.

The Summer Reading Program begins Monday, August 10th and ends Friday, August 21st. The program will be in session Monday through Friday of both weeks that it runs.

Your child will be in session ____.

This session begins at _____ and ends at _____.

Please bring your student to the main entrance of the school building and pick him/her up there each day. On the first day, please make an effort to arrive a little before your session begins so that you can clarify pick-up arrangements with us. We want to keep your child safe, so we need to know what adults your child can go home with.

Please feel free send a favorite book or two with your child each day! We look forward to lots of fun literacy activities during our two weeks together.

Sincerely,

Your Summer Reading Program teachers

ENUMCLAW SCHOOL DISTRICT SUMMER READING PROGRAM!

We are sorry your child will not be participating in the Enumclaw School District's summer reading program this year! The following information is included as a way to help you improve your child's reading comprehension and fluency over the summer at home. Have a wonderful summer, and we look forward to seeing your child at school in the coming school year!

Ways to encourage your child's literacy development

Keep on reading! No matter how old your child is, continue to read books to your child that are beyond his or her reading level. When reading...

- Make predictions about what will happen next.
- Ask questions about things that are happening in the book.
- Answer questions your child has about the book.
- Point out details in the illustrations and the text.

Make sure you have plenty of books that are at or below your child's reading level. When reading these books...

- Take turns reading: Try taking turns by page, paragraph or sentence.
- Let your child read to you. Even if your child is still learning to read, you can help by giving clues and reading unfamiliar words or phrases for them.
- Have siblings read to your child.

Reading material is all around you. Books don't have to be new, and reading doesn't always have to be from books...

- Yard sales and used book stores are great places to find books.
- Borrow books from your local library.
- Try to find books that match your child's interests. Don't force your child to read a book because you think it's a classic or will be good for him or her to read.
- Print is everywhere. At home you can read from cereal boxes, recipes and magazines. Make sure your child sees you reading at home as well!
- Write notes and letters to your child.
- Involve your child in reading around the town. Street signs, stores and other things can be read and discussed.

Communication is key--talk to your child!

- Ask your child questions and listen to his or her answers without interruption.
- Play games where each family member takes turns choosing a topic of conversation.
- Ask your child about school and any other activities he or she does throughout the day.

Limit the TV! Some TV is okay for your child. However, make sure your child watches a limited amount of television each week to get the most out of the television he or she does watch.

- Set limits on time and what will be watched together--most experts agree that 2 hours a day is the limit a child should watch.
- Decide when your family will have TV-free time: when the TV will not be on.
- Watch together and talk! Ask what will happen next and why, discuss the characters, ask your child to summarize the show when it is over, and ask him or her why the show turned out the way it did.
- Tie TV to books. Find books that have been made into TV shows or movies and read them with your child before watching them on TV or in movie form.

Go to the library often! The following guidelines can help you make the trip worthwhile.

- Pick one book that is related to what your child is learning about at school or something similar to what your child is reading at school.
- Let your child pick out books they want to read, even if they are too difficult. Do make sure your child has some books that he or she can read.
- Let your child look through a variety of books.
- You know your child. Use what you know to help your child find books he or she may be interested in. The librarian can be a wonderful resource for finding content specific books.
- Take books you like and will enjoy reading to your child, and that you think your child will enjoy listening to or reading as well.

Have fun making literacy and reading a part of everyday life!

The ideas presented in this paper have been summarized from the International Reading Associations paper, "I Can Reading and Write! How to Encourage Your School-Age Child's Literacy Development".

Post Cards

Enumclaw Summer School Reading Program

It's almost here! _____

_____ will be attending the summer reading
program at _____ elementary _____
from _____ to _____.

The program will run Monday to
Friday from _____ to _____.

See you there!

Enumclaw SCHOOL DISTRICT
all students achieving at high levels

Enumclaw School District Summer Reading Program

Please note:

An image has been redacted due to copyright restrictions.

Daily Parent Communication

Today at school we...



Sincerely,

Daily Parent Communication

Today at school we...



Sincerely,

ENUMCLAW SCHOOL DISTRICT SUMMER READING PROGRAM!

Thank you for taking part in the Enumclaw School District's summer reading program! The following information is included as a way to help you improve your child's reading comprehension and fluency. Enjoy the last few days of summer. We will see your child at school soon!

Ways to encourage your child's literacy development

Keep on reading! No matter how old your child is, continue to read books to your child that are beyond his or her reading level. When reading...

- Make predictions about what will happen next.
- Ask questions about things that are happening in the book.
- Answer questions your child has about the book.
- Point out details in the illustrations and the text.

Make sure you have plenty of books that are at or below your child's reading level. When reading these books...

- Take turns reading: Try taking turns by page, paragraph or sentence.
- Let your child read to you. Even if your child is still learning to read, you can help by giving clues and reading unfamiliar words or phrases for them.
- Have siblings read to your child.

Reading material is all around you. Books don't have to be new, and reading doesn't always have to be from books...

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- Borrow books from your local library.
- Try to find books that match your child's interests. Don't force your child to read a book because you think it's a classic or will be good for him or her to read.
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- Write notes and letters to your child.
- Involve your child in reading around the town. Street signs, stores and other things can be read and discussed.

Communication is key--talk to your child!

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- Ask your child about school and any other activities he or she does throughout the day.

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- Set limits on time and what will be watched together—most experts agree that 2 hours a day is the limit a child should watch.
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- Let your child look through a variety of books.
- You know your child. Use what you know to help your child find books he or she may be interested in. The librarian can be a wonderful resource for finding content specific books.
- Take books you like and will enjoy reading to your child, and that you think your child will enjoy listening to or reading as well.

Have fun making literacy and reading a part of everyday life!

The ideas presented in this paper have been summarized from the International Reading Association's paper, "I Can Read and Write! How to Encourage Your School-Age Child's Literacy Development".

Resources

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CHAPTER FIVE

SUMMARY OF COMPLETED PROJECT

Summary

The completed project aims to improve the summer school program currently offered by the Enumclaw School District. Instruction outside of the school day, characteristics of successful extracurricular programs, the benefits of focusing on reading in an extracurricular program, and what and how to teach as it relates to reading instruction were all investigated to provide research-backed support for the project. It was found that the summer school program offered by the Enumclaw School District was lacking resources for the teachers facilitating the program. The necessary resources included things like instructional reading strategies, lessons, activities and games that meet different learning styles, and a guideline for the general flow of the summer school. To meet these needs, the first component of the project was developed. The first component is the Reading Program. The Reading Program is not really a full program, but rather a collection of reading activities that can improve student fluency and comprehension, games that work on increasing student fluency and word recognition, and whole group activities for improving comprehension. The activities included in the Reading Program cover the instruction spectrum from phonics to whole language. The Reading Program is given to the teachers at each school in the Enumclaw School District that is participating in the summer school program. The goal of this component of the program is to aid the teachers when they are planning and

implementing their summer school curriculum. Another goal is that the Reading Program will provide some sort of consistency and coherence between all the different programs at each school in the Enumclaw School District.

Research for the program also found that the old summer school program provided by the Enumclaw School District needed a bigger parent communication component. In the past, the district would send out a one page letter letting parents of students who qualify know that their children can attend summer school. Other than letting the parent know that the summer school is for help with reading, few academic and curricular explanations are given. Students who sign up for the program are contacted by individual teachers. This means that the type of explanation and communication varies from teacher to teacher. Due to the poor communication, many students do not attend summer school because of a lack of knowledge about the program. This is why the second component of the project, the communication component, was developed. The communication component contains a note that goes out with the district letter to parents of all students who qualify for the program. This note introduces the program and the activities that students will be doing in the program. Once the parent responds, one of two letters are sent back. If the parent responds that the child will be attending summer school, a letter outlining the summer school program is sent back along with a handout showing the times and dates the child will be attending. If the parent responds that the child will not be able to attend summer school, a letter sending the district's regrets that the child is unable to attend,

as well as ideas to help parents improve their children's reading skills at home, will be sent to the parent. A week before the summer school begins, a post card will be sent out to the students who signed up to attend the summer school. This post card will remind students and parents of the time and days students are expected to attend.

Once the summer school starts, teachers can use the daily communication form to communicate with the parents of attending students as frequently as once a day. When the summer school commences, the final letter can be sent home with the attending child.

Conclusions

While the project has not been put to use, as summer school for the 2008-2009 school year has yet to take place, it has been introduced to the teachers who take part in the Enumclaw School District summer school program and the administrators who run the summer school program. Response to the project has been very positive. Teachers view the Reading Program as helpful because they will no longer need to spend their own time developing curriculum and lessons. Administrators have found it beneficial to have the program specifications more uniform across schools because they are better able to monitor the teaching and expectations in each school. The communication piece of the program has been met with positive response as well. Administrators think that the increased communication will help draw more students into the program. They also feel that the communication will help parents get more involved in the summer school program and their children's reading development.

Teachers see the communication piece as a time saver when it comes to corresponding with parents and letting them know about the goals and direction of the summer school program. Response to the project has been so positive that even teachers who do not teach in the summer school program have asked for the Reading Program packet to use in their everyday classrooms.

Although there has been a very positive response to the project, the summer school program and project do have some shortcomings. Due to budget restrictions, the summer school can only run for two weeks, or ten weekdays. This means that students are only receiving instruction for ten days, and even then, they are only attending the summer school for an hour and a half each day. This short time-frame has been shown to provide a limited impact on student achievement. In addition to the short amount of time for instruction, each school has two teachers who are expected to give instruction to a very wide range of students. Students can range in grade level from beginning first grade to beginning sixth grade. This means the range of ability levels is wide, which makes whole group instruction that is meaningful to all students a tough thing to provide. Another limitation of this project is that it only addresses reading. While reading is a key component of a child's success in school, it is not the only component. Academic areas like writing, math, science, social studies, and art are not explicitly addressed.

Besides problems with the short time-frame, the wide range of student ability levels and the narrow focus on reading, the project itself may have some shortcomings.

The Reading Program portion of the project needed to be short so that teachers could read through it and understand the content easily. Because of this, the project is not as broad or deep as a comprehensive program should be. It also needed to be short so that the information did not overwhelm the teacher with regard to the amount of time given for instruction. While the depth and breadth was shortened to keep the information at a reasonable amount when compared to the amount of time available for teaching, the project still contains more information than any teacher could cover in the amount of time given. The teachers will still need to pick and choose, excluding some lessons and reading strategies that may be beneficial to their students. Another area in which time affects the project is when it comes to the teacher actually having enough time to read and process all the material. The district allots about an hour of paid time to prepare instruction, which is not enough time to read and process all the information presented in the project. Teachers may not have the time, or may not want to use their own time, to plan their summer school curriculum. This means that they will use ideas they have used in the past or in their own classrooms instead of using the information presented in the project to guide their instruction decisions.

Recommendations

There are many different things that could be changed to make the Enumclaw School District summer school program better. If it were a perfect world and limited budgets were not a problem in public school systems, many of these issues could be solved. Things like the length of time and the number of days the summer school runs

could be changed with more money to fund the program. With more resources, the program could address academic needs in more areas than reading. More resources could also address the problem teachers may have when trying to teach students who are going into grades one through six. While it can be beneficial to have students with different ability levels grouped together, with more resources, students could be put in groupings to ensure that there are reasonable age and ability levels in each summer school class. Along with more time to give instruction, teachers need more paid time to prepare their instruction. If these prior items were in place, then the project could be expanded to become more broad and deep, as well as cover more subject areas. Overall, both the project and the summer school would be better if they could be expanded and deepened.

Research for the Enumclaw School District summer school program could also be expanded. The program currently has an evaluation component that focuses on the teachers' feelings about the program, as well as the attending students' feelings about reading. This evaluation piece is appropriate for the program as it currently is, and can be used to make small changes to specific aspects of the summer school. However, if the program is expanded with regard to the amount of time students spend in the program and the number of reading topics taught, a more comprehensive evaluation could be used. One suggestion for a more comprehensive evaluation tool would be a Developmental Reading Assessment (DRA). A DRA is the current tool that classroom teachers in the Enumclaw School District use to evaluate students' reading fluency and

comprehension. The reason the tool is not used with the current summer reading program is that the short length of the program ensures that any quantifiable growth would be too small to measure. If the program were expanded, the DRA could be used as a valid evaluation tool. The results of the DRA could be used to determine areas in reading in which students are struggling, as well as how well the program is working to promote growth in reading. With the knowledge about how well the program is working, more research can be explored to see where the program needs improvements and what interventions would be appropriate to improve these areas of the program.

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